

VISIT...

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Tutor Teaching Tips

Mummies (w)

MATERIALS

Leveled reader

Graphic organizer

Game cards;
Game board;
Markers

Graphic organizer;
Leveled reader

Before Reading



3–5 minutes

BUILD BACKGROUND: Ask: *What do you know about mummies?*

PREVIEW THE BOOK: Show the child the covers of the book, and read the title. Ask: *Where do you think these mummies come from?* Open the book to the table of contents and read the chapter titles. Ask the child what he/she thinks he/she will learn from reading the book.

Look at the illustrations and photographs in the book and point out the captions. Ask the child which civilization these mummies come from.

Point out a word in bold in the text, for example, *mummified* on page 4, and show the child how to find it in the glossary.

During Reading



10–15 minutes

Ask the child to read pages 4–14 aloud. If the child has difficulty, read the pages together. Then ask the child to read them independently. Have the child work out unfamiliar words by looking at the letters and word parts and thinking about what makes sense. If the child cannot work out the word, tell him/her. Have the child reread the sentence with the word and then continue reading.

After Reading



10–15 minutes

RETELL: Ask the child what he/she learned about mummies from reading pages 4–14. If necessary, prompt by asking: *What else did you learn?*

GRAPHIC ORGANIZER: Help the child find key words in the chapters he/she read and record them on the graphic organizer. Then have the child write a brief summary of each chapter, using the key words as a guide. Remind the child that a summary tells only the most important information.

CRITICAL THINKING: Ask: *Do you think scientists should open tombs to study mummies? What can we learn from studying mummies?*

VOCABULARY GAME: Remind the child that some words are spelled the same way but mean different things, for example, the word *temple*. Other words are spelled the same but are pronounced differently and have different meanings, for example, the word *object*. Place the cards sentence side up in a stack. Have the child draw a card, read the sentence, and tell which definition is the right one for the word in bold. Have the child turn the card over to check the answer. If correct, the child can move along the game board the number of spaces indicated on the card. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

Home Connection

Have the child finish reading the book at home and complete the graphic organizer for the remaining chapters.



Chapter	Key Words	Summary
What Are Mummies?		
Mummification		
The Afterlife		
The Burial		
Tutankhamen's Tomb		
Animal Mummies		

INSTRUCTIONS: After reading each chapter, write key words that tell the most important information in the chapter. Then use the key words to write a summary for each chapter.

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader

 Game Cards (FRONT)

Mummies (w)

The best linen was **wound** around the outside of the mummy.

- A. a cut or bruise
- B. wrapped around

The embalmers first job was to remove the body's soft **organs**.

- A. musical instruments
- B. tissues that perform specific functions

Embalmers used a special salt and sweet smelling spices to **preserve** the mummy's body.

- A. to keep for a long time
- B. jam or jelly

Once a mummy had gone through the drying process, it became very **light**.

- A. to land on
- B. not heavy

"Human **jerky**," or an unprotected body buried in the desert, was often eaten by wild dogs.

- A. strips of dried meat
- B. with sudden starts and stops

Mummies have been found in **temples**, glaciers, and deserts.

- A. building for worship
- B. the side of one's head

When a body began to smell, embalmers might burn strong **incense**.

- A. make very angry
- B. substance with a sweet smell when burned

A favorite **meal** was often buried with a mummy.

- A. ground grain
- B. food served at a certain time

Toys or other favorite **objects** were placed in the mummy's coffin.

- A. things
- B. protests

Hieroglyphs were often painted on a coffin to tell the **story** of the person's life.

- A. account of a happening
- B. floor of a building

Cats were sacred to the Egyptians and kept as **pets**.

- A. to stroke gently
- B. a tamed animal

A dead person was kept safe in the underworld by the **spells** painted or carved on the coffin.

- A. magic influence
- B. period of work

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader



Game Cards (BACK)

Mummies (w)

A

5

B

4

B

3

A

2

A

5

B

2

A

3

B

4

B

4

A

3

B

1

A

5

Leveled Reader

Game Board

Mummies (w)

